

# Spring 2012 Title I & Title IIA Technical Assistance & Networking Session

May 11, 2012

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Today's agenda

## ★ Announcements & updates

- ★ Overview of ESEA/NCLB flexibility waiver & changes to accountability and assistance system
- ★ Preview of FY13 Title I & Title IIA grant application

## ★ Small group sessions – Title I

- ★ Agenda & slides in folders

## ★ Mid-day break

## ★ Whole group session – Title IIA



# Intended outcomes

*We hope you will leave this meeting with:*

1. General information about FY13 Title I & Title IIA grants
2. Increased understanding of changes to MA school & district accountability and assistance system resulting from ESEA/NCLB flexibility waiver
3. Additional ideas about how your district might use federal resources to help support low-performing schools
4. Increased familiarity with selected Title I & Title IIA programmatic elements & requirements
5. Knowledge about where and when you can get more information





# Announcements & updates: Overview

- ★ Applying for FY13 Title I grants
  - ★ ESEA flexibility waiver overview
  - ★ Title I & Title IIA grant application preview
- ★ See Quarterly Update in folders for info on closing out FY12 grants and more



# ESEA flexibility waiver: What's the big picture?

- ★ This year – with broad stakeholder support & input – Massachusetts received a waiver of certain NCLB requirements
  - ★ Over 5000 survey responses; almost all in favor
- ★ Beginning in 2012-13, we will unify federal & state accountability requirements
  - ★ One classification system for all schools, using same indicators and measures
  - ★ Flexibility & opportunity to direct additional resources to schools with lowest achieving students



# What are the major changes?

- ★ NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- ★ NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- ★ AYP replaced with new performance measure that incorporates student growth & other indicators
- ★ Enhanced focus on subgroups, including new 'high needs' group
- ★ SES & choice requirements replaced by supports & interventions responsive to identified needs





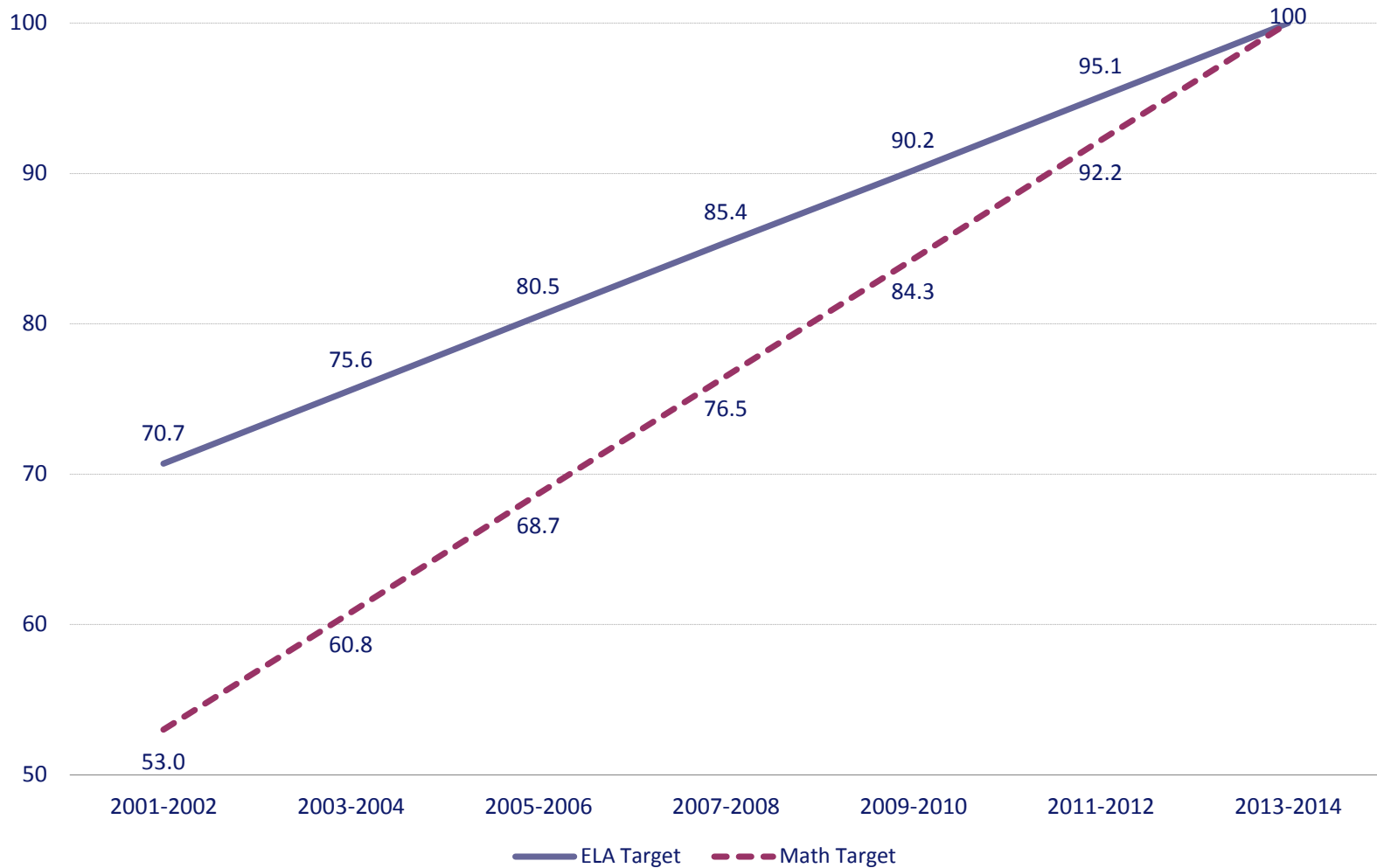
# A revised goal

Reduce *proficiency gap* by half by 2016–17

- ★ Proficiency versus achievement gaps
- ★ Ambitious but achievable
- ★ Requires greater progress for students furthest behind
- ★ Focus on English language arts, mathematics, & science
- ★ Goal is same for all, but targets are differentiated
- ★ Applies to state, districts, schools, & groups



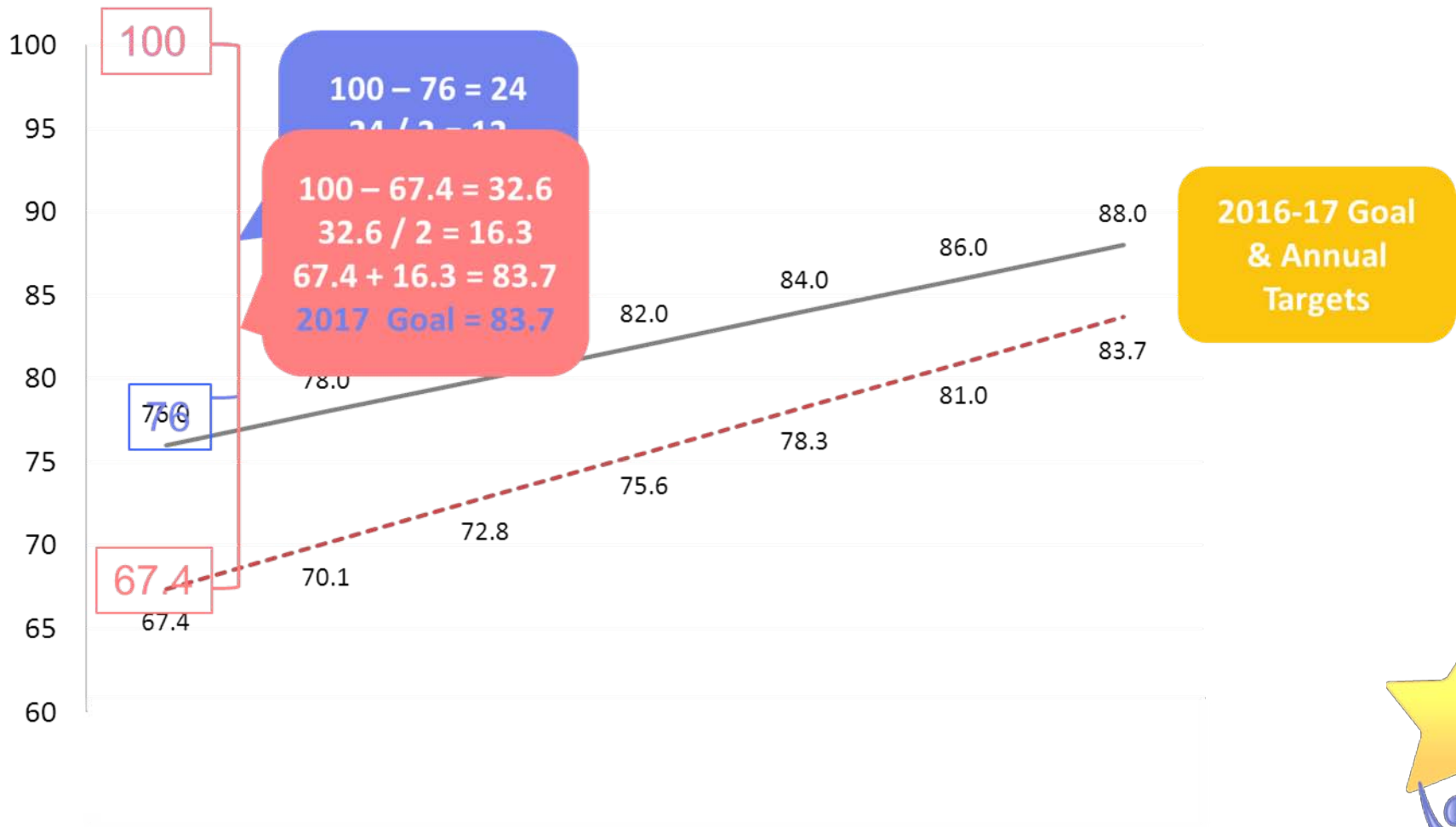
# State Performance Targets Under NCLB





# Reduce proficiency gap by half by 2016–17

Example: Math CPI, All Students and Low Income



# What will ESE report?

## ★ Progress & Performance Index (PPI)

- ★ Annual PPI: measure of district, school, & group progress
- ★ Four-year PPI: comprehensive measure of progress, updated annually
  - ★ More recent years weighted the most (40%-30%-20%-10%)
  - ★ Reported at state, district, school, & subgroup level

## ★ Accountability & assistance levels (1-5) for schools and districts





# What does the PPI measure?

## For elementary & middle schools

- ★ Participation on MCAS
- ★ Progress on CPI gap-closing in ELA, math, science
- ★ Growth in ELA and math
- ★ Improved performance at Advanced & Warning/Failing levels

## For high schools

- ★ Above, plus graduation & annual dropout rates





# How is the PPI calculated?

- ★ Points awarded for each PPI indicator
- ★ Full credit for meeting goal, extra credit for exceeding target, partial credit for progress
  - ★ Exceed target
  - ★ Meet target
  - ★ Improve below target
  - ★ No change
  - ★ Decline
- ★ Additional details in folder



# Which student groups are included?

- ★ All students (minimum of 20)
  - ★ High needs students: low income, special education, former/English language learner (minimum of 30)
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- ★ Low income
- ★ Special education
- ★ Former/English language learner
- ★ Seven racial/ethnic categories



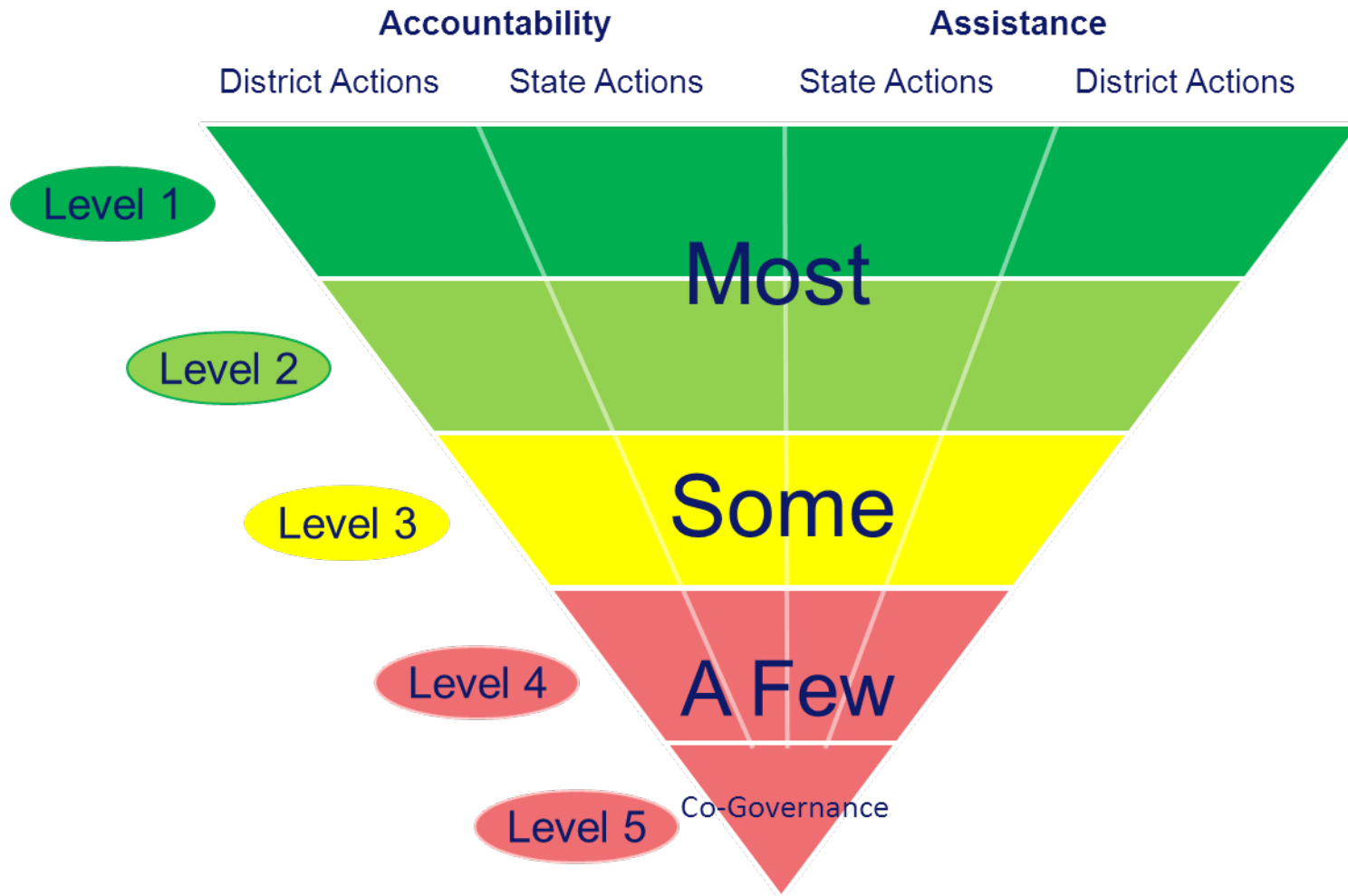


# High needs subgroup

- ★ Eliminates multiple counting of students who are in more than one subgroup
- ★ Holds over 300 additional schools accountable for low income, special education, & English language learner students
- ★ Most schools will be placed in levels based on the performance of all students & high needs group
- ★ Exception: schools with lowest performing subgroups statewide



# Accountability & assistance framework



# Classifying schools

	<u>Description</u>	<u>ESE Engagement</u>
Commendation Schools	High achieving, high growth, gap narrowing schools (subset of Level 1)	
Level 1	Meeting gap closing goals (for aggregate & high needs students)	Very low
Level 2	Not meeting gap closing goals (for aggregate &/or high needs students)	Low
Level 3	Lowest performing 20% of schools (including lowest performing subgroups)	High
Level 4	Lowest performing schools (subset of Level 3)	Very high
Level 5	Chronically underperforming schools (subset of Level 3)	Extremely high







# Classifying schools & districts

- ★ Charter schools will be assigned levels
- ★ Districts will be classified based on their lowest-performing school
  - ★ Exception for certain Level 4 and 5 districts designated based on Board action
- ★ Better alignment between levels & district accountability determinations for special education





# Using federal resources to help support low-performing schools

- ★ What problems does the flexibility waiver try to solve?
- ★ How does the waiver address these issues?
- ★ What are my continuing obligations?
- ★ How do I assess needs and set priorities?
- ★ What options do I have to use Title I & IIA funds more strategically?



# Under NCLB...

- ★ Prescribed, one-size-fits-all interventions
  - ★ NCLB school choice, SES, professional development
  - ★ Did not respond to local needs
  - ★ Restricted district's abilities to be strategic
- ★ Needs of many low-achieving students often unaddressed
  - ★ *Example:* NCLB choice rarely used; did not address underlying causes of low school performance
  - ★ *Example:* SES only open to children from low-income families, even if those children were high-achieving
- ★ Disincentivized serving low-performing schools with Title I funds
  - ★ Meant reserving funds for NCLB school choice, SES, PD
  - ★ Funds tied up until late in the year



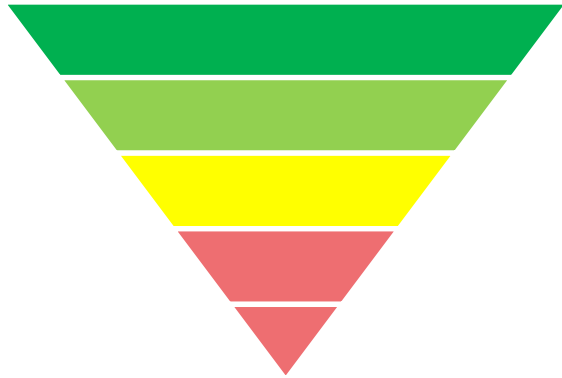
# Under this flexibility...

- ★ Reserve portion of Title I, Part A allocation commensurate with scope of the problem
- ★ Conduct self-assessment
- ★ Identify high-leverage strategies
- ★ Use Title I funds strategically to prioritize & support your lowest-achieving students in your lowest-performing schools





# Reserving portion of Title I, Part A funds commensurate with the scope of the problem



- ★ **Level 1 districts** - No specific requirements
- ★ **Level 2 districts** – up to **20%** of allocation must support Level 2 schools
- ★ **Level 3 districts** – at least **20%** of allocation must support Level 2 & 3 schools
- ★ **Level 4 districts** – at least **25%** of allocation must support Level 3 & 4 schools



# Conducting the self-assessment

- ★ Use the Conditions for School Effectiveness (CSEs) as the lens
  - ★ Self-assessment tool:  
[www.doe.mass.edu/apa/ucd/CSESelf-Assesment.doc](http://www.doe.mass.edu/apa/ucd/CSESelf-Assesment.doc)
  - ★ District analysis, review, & assistance tools:  
[www.doe.mass.edu/apa/dart/default.html](http://www.doe.mass.edu/apa/dart/default.html)
- ★ Use data from Title I needs assessments, program evaluations, & other sources
- ★ Scan all CSEs, but focus on a few – those closest to the instructional core



# High-leverage strategies

- ★ Aggressively address school performance & student achievement
  - ★ Should address the question, *“What are the most central and urgent issues and challenges that are hindering our schools from improving student achievement and closing proficiency gaps?”*
- ★ Are close to the instructional core
  - ★ *Example:* Responsive systems of tiered instruction, especially Tiered II & Tier III interventions, additional learning time, etc.
  - ★ *Example:* Frequent teacher teaming & teacher-specific coaching linked to instructional practice
  - ★ *Example:* Regular structures/systems for collecting & analyzing data that directly informs instructional practice





# Using Title I funds strategically

- ★ Transfer up to 100% of Title IIA funds into Title I & use them for Title I purposes
- ★ Use a reservation to:
  - ★ Provide additional Title I resources to Title I-served schools
  - ★ Provide direct services to low-achieving students district-wide outside of the school day
  - ★ Provide support to the teachers who work with the district's lowest-achieving students
- ★ Designate any Level 3 or 4 school as a Title I schoolwide program school, even if the school does not have a poverty percentage of 40% or more
- ★ Enter into strategic partnerships





# Additional notes...

- ★ Use of funds described in budget workbook
- ★ Level 3 districts must seek the consultation of their regional District & School Assistance Center (DSAC) prior to submitting budget workbook
- ★ Level 4 districts must seek the consultation of their ESE liaison prior to submitting budget workbook



## Accountability, Partnership, & Assistance

### ACCOUNTABILITY, PARTNERSHIP, & ASSISTANCE HEADLINES:

- 05/09/12**  [Waiver of Requirements to Provide Supplemental Educational Services \(SES\) and NCLB Public School Choice](#)
- 04/23/12**  [Notice of Intent to Apply for a Waiver of Additional Title I Requirements under ESEA/NCLB Flexibility and Opportunity for Comment](#)
- 03/12/12**  [FY12 \(2011-12\) Title I and Supplemental Educational Services \(SES\) Data Collection](#)

#### General Information & Organization

#### Title I / Federal Support Programs

#### State System of Support

#### Accountability Reports

#### District Analysis, Review, & Assistance Tools

#### Partnership

#### Our Framework

#### Contact Us



Massachusetts' state system places schools and districts on a five-level scale, ranking the highest performing in Level 1 and lowest performing in [Level 5](#). The strength of this accountability system is undergirded by the state's 2010 Act Relative to the Achievement Gap, which provides tools, rules, and supports for the state to aggressively engage with schools and districts in [Levels 4](#) and 5.





### Framework for District Accountability & Assistance

The state's framework for district accountability and assistance is a coherent structure for linking the state's accountability and assistance activities with districts based on their level of need, and provides school and district leaders with common indicators and tools for diagnosing problems and identifying appropriate interventions.

  Framework







### District Standards & Indicators

The District Standards and Indicators identify the characteristics of effective districts in supporting and sustaining school improvement.

-   Standards & Indicators
-   Self-Assessment

### Conditions for School Effectiveness

The Conditions for School Effectiveness identify those research-based practices that all schools, especially the state's most struggling schools, require to effectively meet the learning needs of all students. This tool also defines what each condition looks like when implemented purposefully and with fidelity.

-   Conditions
-   Self-Assessment
-   Research Guide

# SES/Choice: What comes next?

## ★ Spring 2012:

- ★ Districts choosing not to continue offering SES or school choice in 2012-13 must provide parents with information to explain why & describe the interventions, incentives and supports that will replace those options
- ★ Any student who has transferred into a school through NCLB choice must be allowed to remain in that school through the highest grade served by the school
- ★ District obligations to fund transportation for such students based on state law & local transportation policies
- ★ Sample parent/guardian notification:

[www.doe.mass.edu/apa/titlei/default.html](http://www.doe.mass.edu/apa/titlei/default.html)



# Data: What comes next?

## ★ Spring 2012:

- ★ ESE releases preliminary PPI data & levels for districts & schools based on data from 2009, 2010, and 2011
- ★ Comprises 60% of official 2012 PPI
- ★ Basis for determining Title I reservation amounts
- ★ Intended to help districts plan use of Title I funds
- ★ Districts “held harmless” if final level is lower than preliminary data



# Info sharing: What comes next?

## ★ Spring/Early Summer 2012:

- ★ ESE releases additional explanatory materials regarding flexibility waiver & grant process
- ★ Title I, Part A allocations shared with districts upon receipt from US Department of Education
- ★ Regional networking sessions, webinars, & conference calls to discuss grant application process
- ★ Level 3 districts consult with DSAC on use of proposed reservation funds



# SY2012-13: What comes next?

## ★ Summer/Early Fall 2012:

- ★ Waiver takes effect beginning with 2012-13 school year (FY13)
- ★ ESE staff review & approve Title I / II-A grant applications; may request additional evidence prior to grant approval
- ★ ESE releases official PPI data & levels for all districts & schools based on data from 2009, 2010, 2011, & 2012







# FY13 grant application preview

- ★ Opportunity to reconsider supports for lowest-performing schools & think broadly about Title I & Title IIA funds



- ★ Title I & Title IIA combined application – 100% of Title IIA funds may be flexed into Title I
- ★ Title I worksheets redesigned





# Comparison of FY12 & FY13 grants

FY12	FY13
Stand-alone applications for TI & TIIA	Combined application for TI & TIIA
TI activity sheets	No TI activity sheets, one narrative
Forms 1 & 2 for reservations & school allocations	Forms 1 & 2 renamed, redesigned & streamlined
Form 3 for program design	No Form 3
Form 5 for private school info	No Form 5 – New combined private school worksheet
Multiple budgets on activity sheets	One budget





# Detailed Morning Agenda

## 9:45 – 10:30 **Title I Session 1 – application breakouts**

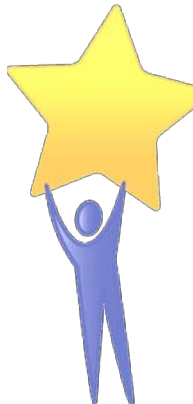
- A Title I application
- B Title I application
- C Title I application
- E Title I application

## 10:35 – 11:30 **Title I Session 2**

- A Homeless Students & Title I
- B Grant Maintenance
- C Providing Services to Private School Children
- E Internal Controls
- Princess Title I Program Review Findings

## 11:35 – 12:30 **Title I Session 3**

- A Title I & SES Data Collection
- B Grant Maintenance
- C Providing Services to Private School Children
- E Internal Controls
- Princess ESEA Flexibility Q & A



# Contact Information

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